



Literacy, Language and Learning Initiative

FY15 Q1 Quarterly Report Annexes
(October-December 2014)



EDUCATION DEVELOPMENT CENTER
43 FOUNDRY AVENUE, WALTHAM, MA 02453

Annexes

1. PTC monitoring form
2. 2014 Andika Rwanda report
3. REPS Progress Test Report
4. Minutes of L3 Steering Committee Meeting
5. Report on SBMs Use of DataWinners
6. Reports of PTC Girls Award monitoring visits
7. 2014 National Baseline Assessment Report
8. L3 instructional materials communications strategy
9. Parent and School communications materials





















Annex 1: PTC Monitoring Form

Checklist for Follow-up with PTC's at Their School

INSTRUCTIONS:

- **BEFORE VISITING THE SCHOOL:** Ring the PTC member and ask for a convenient time (within the week) to meet him/her or a delegates. Ask them if they can call as many of the PTC members as possible to be there when you visit.
- **WHEN YOU REACH THE SCHOOL:** When you reach the school, ask them to show you their action plan and observe how far they have gone in developing the action plan, using the following template (and questions/topics to be covered).

Name of Community Based Facilitator/Concern Staff/SEO: _____			
What School Did You Visit?	Who did you meet?	Signature of PTC member you met:	Signature of head teacher and School Stamp:
Name of School:	Name of Principle PTC Member:		
Sector:	Telephone #:		
District:	Date:		

INSTRUCTION: For Each Section:	PTC Functioning Please rate how well you are doing in implementing your action plan around improving your PTC? (did	Teacher Motivation: Please rate how well you are doing in implementing your action plan around teacher motivation?	Community Support to Literacy: Please rate how well you are doing in implementing your action plan around community support to literacy?	Equity in Education: Please rate how well you are doing in implementing your action plan around Equity in Education?
Ask the PTC members to choose one option and circle it	 Fully complete	 Fully complete	 Fully complete	 Fully complete
	 Nearly complete	 Nearly complete	 Nearly complete	 Nearly complete
	 Half complete	 Half complete	 Half complete	 Half complete
	 Partially complete	 Partially complete	 Partially complete	 Partially complete
	 Only a little	 Only a little	 Only a little	 Only a little

	complete	complete	complete	complete
Q. What have you done/not done, that made you choose this option?	Note what has been done/not done here:	Note what has been done/not done here:	Note what has been done/not done here:	Note what has been done/not done here:
Are there particular challenges stopping them from achieving their objectives?	Note what has been done/not done here:	Note any challenges discussed:	Note any challenges discussed:	Note any challenges discussed:
What are the solutions? <i>(Try to support where possible)</i>	Note any solutions discussed:	Note any solutions discussed:	Note any solutions discussed:	Note any solutions discussed:

<p>Discuss with PTC members what they will do next to ensure the implementation is completed <i>(and offer advice)</i></p>	<p>Note what was discussed and agreed here:</p>	<p>Note what was discussed and agreed here:</p>	<p>Note what was discussed and agreed here:</p>	<p>Note what was discussed and agreed here:</p>
	<p>BEHAVIOUR CHANGE COMMUNICATION MATERIALS:</p> <p>Have the BCC materials been used to discuss issues of literacy in the community? If so, where/when/by whom?</p> <p>Has there been any <u>impact on literacy</u> in the community as results of these discussions? <u>Any activities done?</u></p>			
	<p>Where?:</p>			
	<p>When?:</p>			
	<p>By Who?:</p>			
	<p>Impact on Literacy:</p>			
	<p>Activity done:</p>			
	<p>Are there any potential case studies that could be captured from this school which can be used as a model for others PTCs?</p> <p>If so, please list them here.</p>			
	<p>To be filled by the Community Based Facilitator/Concern Staff/ SEO:</p> <p>OVERALL how would you rate the progress of the PTC?</p>			



excellent



very good



good



not great



very poor

Why did you choose this option (explain)?

Annex 2: 2014 Andika Rwanda Report

2014 Andika Rwanda The First Annual National Competition for Writing Stories and Poems for Children

Introduction

Andika Rwanda is the annual national writing competition for children's stories and poems. The first competition was conducted in 2014 as a joint partnership with the Rwanda Education Board, USAID's Literacy, Language, and Learning (L3) Initiative, implemented by Education Development Center, and Drakkar Ltd through the All Children Reading Grand Challenge. L3 will continue to work with REB on competitions in 2015 and 2016.

The goals of the competition are to increase the number of locally-authored stories and poems for primary school children, improve children's access to these new materials, and, in so doing, encourage the development of a reading and writing culture. All Rwandan primary and secondary students, as well as adults in the community, were eligible to participate. Twelve of the submissions received—which were more than 3,300—were selected for publication. The winning authors included four primary students, six secondary students, and two adults.

2014 Competition Overview and Lessons Learned

Call for entries

Children's stories and poems, in either English or Kinyarwanda, were solicited. The below information was provided to secondary students and adult authors.

A good children's story should:

- Have a child or animal as the main character
- Be centered around a problem that the child solves
- Have a theme from a child's daily life, such as stories about home or school
- Have fewer than 600 words

A good children's poem should:

- Be fun and sound nice when read aloud
- Have fewer than 200 words

In general, stories and poems should:

- Be original
- Be understandable and enjoyable for children
- Have words that children know and understand

Primary students were given less guidance because as children themselves, the assumption was that they would only write about things that children enjoy and understand. Primary children were also only given the option of writing in Kinyarwanda.

Primary students were given guidance to write something original, to have a child or animal as the story's main character, and to include a problem for the child to solve. Poems were to have words that sound nice when read aloud and to have an enjoyable, interesting theme.

Call for Entries Lessons Learned and Recommendations

1. A large number of the stories and poems that came in were lacking in originality. Some stories were variations of well-known stories, such as those featuring the character Bakame. For the 2015 competition, greater emphasis needs to be placed on the requirement that stories and poems are new creations.
2. Additionally, it is recommended to be specific about the theme of the competition. Many poems were very political. A theme would help to focus participants and avoid themes and topics that are not appropriate for young children.
3. The point "read your story/poem to a child" should be given greater emphasis. If older participants included this step in their writing process, their entries might have been more appropriate for young children.

Roles and Responsibilities

In the competition's implementation strategy, local government officials were key actors for disseminating information, supporting participants, selecting best entries, and sending entries to the next level of evaluation. REB inspectors were defined as key actors to monitor activities within the districts.

At the community level, cell and sector executive secretaries were to disseminate information about the competition through opportunities such as community meetings and events. Sectors were also provided with a packet of detailed information to guide interested participants.

At the school level, head teachers were to work with teachers to inform students and parents about the competition. They were also to support teachers in providing support to students by, as possible, having lessons focusing on writing. Schools were also to have juries to select the best entry for each cycle (P1-P3, P4-P6, S1-S3, and S4-S6). Those selected would be sent on through the sector, and those not selected could be used to promote reading and writing at the school.

The role of SEOs was to follow up with schools, ensuring that they had received and were using the materials to disseminate information about the competition. SEOs were also responsible for collecting submissions, both from schools and communities, and sending them to districts.

DEOs were to coordinate with SEOs to ensure schools were sharing information. At the district level, a jury would meet to choose the best submissions from primary students, secondary students, and adults, sending a final selection of 12 to the national level. Districts would use the stories and poems that were not selected as a resource within districts to promote the culture of reading and writing.

Mayors were to oversee all activity within their districts.

It was determined that mentors had too many tasks to take an active role in the competition, though they were informed of the competition. Those who had the time and were so interested could follow up in their districts and schools.

Roles and Responsibilities Lessons Learned and Recommendations:

4. Overall, the use of local government structures was very effective. As explained further below, the number of submissions surpassed the organizers' expectations, highlighting the important role of these structures.

Some actors, however, were not included. Social Affairs representatives at the district, sector, and cell level would likely have been more effective than executive secretaries at mobilizing community structures and organizations to inform potential community participants. For the 2015 competition, it is recommended that while executive secretaries should oversee activities in their sectors and cells, social affairs officers should be the ones responsible for implementing the program in communities.

5. Additionally, while mentors have many other tasks, in the future they could receive additional information to provide support as they are able. Specifically, the use of the MCOP forum is recommended for the next competition.

Communication

The communication strategy for the competition was closely linked with the roles and responsibilities of actors. Local government officials and head teachers were seen to be key sources of information about the competition for possible participants. For this reason, the core of the communication strategy included providing these actors with the materials they needed to provide accurate and appropriate information targeted to potential participants. Additionally, participants were to be informed through media broadcasts and other events.

Launch

The competition kicked off with a national launching ceremony on February 20, 2014 at Rugarama Primary School in Bugesera district. The event, presided over by the Minister of Education and US Deputy Chief of Mission, was covered by a number of media outlets, including RTV, Radio Rwanda, TV and Radio 10, Igihe, Imvaho, and Rwanda Focus. The event included speeches by organizers, partners, and the guest of honor, as well as a performance from the school. A showcase of literacy activities, including L3's lessons, was included, and primary students, secondary students, and adults all participated in poem and story writing activities.

Materials

Following the launch, a number of materials were distributed to the key actors mentioned above to support their role in disseminating information, supporting participants, and collecting, evaluating, selecting, and sending in submissions. REB inspectors distributed all materials to districts and sectors. Cells and schools were to retrieve their materials from sector offices.

School head teachers, from both public and private primary and secondary schools, received information about the competition to share with teachers, students, and parents. Posters, specific to primary or secondary school students, were provided for public display at school to raise awareness with students (Annex 1 and 2). Schools also received sample lesson plans, for varying grade levels, to support students in writing for children. Materials with guidance for forming a jury were also included so that schools could select the entries according to competition criteria. Finally, schools were provided with submission forms for sending in their best entries as well as suggestions for use of the stories and poems that did not get selected. See the head teacher packet in Annex 3.

At the cell level, executive secretaries received a community announcement which they could use to inform community members at various community events (Annex 4).

At the sector level, executive secretaries were also given the community announcement to share among community members. They were also given an information packet containing sample children stories and poems as well as additional guidance on how to write for children (Annex 5). They were instructed to make this packet available at their offices so that interested community members could seek additional guidance. A poster tailored to potential adult participants was also provided, and sectors were instructed to display it in a publicly visible place (Annex 6).

Also at the sector level, SEOs were provided with submission forms to support their task of sending districts all sector submissions. (Annex 7)

Mayors were sent an official letter from REB detailing the competition as well as the role of all actors and the schedule of activities (Annex 8). A letter from REB giving background to the competition was also included for all actors mentioned.

TV and Radio Spots

As part of the communication strategy, the Andika Rwanda team worked with Rwandan hip-hop artist Jay Polly to promote the competition. The artist, who writes original lyrics to his songs, was featured on the posters for secondary school students. He also recorded two radio advertisements and participated in an interview for the promotional video.

Unfortunately, REB's procurement process delayed significantly, so that by the time the advertisements were ready to be aired, the competition was nearly finished. The video was shared on social media.

Umuganda

The community announcement distributed to cell and sector executive secretaries was meant to be included at various community events. Some local officials made have included the announcement at umuganda meetings.

An announcement was also developed for distribution nationally through the Ministry of Local Government for inclusion in umuganda. While the message was sent with a request to the Ministry, the announcement was not included, likely because the timing interfered with key announcements prior to the 20th commemoration period.

Social Media

While not a significant component of the communication strategy, Facebook and Twitter pages were created for the competition.

Communications lessons learned and recommendations

6. Winners from the 2014 competition should participate in the launch of the 2015 competition, which could potentially occur at one of the winners' schools. 2014 winners can lead activities at the launch, such as reading their winning stories/poems aloud and helping children to write.
7. For the TV and radio spots, the advertisements produced in 2014 can be slightly adapted for use in the 2015 competition. The dates of airing them should be coordinated well in advance to ensure that they are aired in time for them to have an impact. Additionally, the team should coordinate with MINEDUC communications to determine whether the advertisements can be aired on MINEDUC's TV and radio airtime.
8. Additionally, now that Rwanda Reads is active and meeting regularly, the network is likely to be a valuable resource in 2015. It is recommended to work through the network for support in disseminating information and messages about the competition for 2015.

9. As stated, use of established local government structures for disseminating information was very successful. Because head teachers and others received a large volume of information and guidance in 2014, they should be able to conduct the competition well in 2015 with much less guidance. Information packets for 2015 can highlight only the key points.

Monitoring Implementation

While REB inspectors, Mayors, and others were meant to follow up on the process informally, there was no strong system in place for determining what was happening in schools and communities after the competition was launched.

L3 provincial coordinators mentioned the competition in their orientation sessions with DEOs, SEOs, and head teachers. Some VSO volunteers shared what was happening in their TTCs and districts, and inspectors took note of any posters they saw in their field visits.

From these informal reports, there seemed to be a range of implementation; some schools were very proactive in advertising the competition with their students, while others kept materials in the head teacher's office. It was also noted that schools were much more likely than communities to display posters and actively spread awareness of the competition, though inspectors and others were also more likely to visit schools than sector offices.

Provincial coordinators collected some comments from DEOs during the competition. Most were eager to support the competition, though they noted the challenge of providing support and follow up without a budget for the activity.

Monitoring Implementation Lessons learned and recommendations

10. To better understand how the competition is being communicated and implemented, a formal monitoring system should be established for 2015. This can be in line with schools visits of Provincial Coordinators and REB inspectors. The monitoring system can consist of a simple form asking coordinators/inspectors to check whether posters are displayed, to ask students what they know about the competition, and so on.

The submission process

The deadline for writers to submit their entries (for students, to schools and for community members, to sectors) was May 9th, as indicated on posters and other materials. One week before the deadline, the organizers sent an SMS to SEOs to remind them of the date and encourage them to remind head teachers and support schools in selecting the best submissions.

After selecting the best submissions, schools were to send winning entries to sectors, and SEOs were to compile all school and community submissions to send to the district, using the submission form

provided to all SEOs. Next, districts were to form juries to select the 12 best entries to submit to the national level.

A number of challenges resulted in significant changes to this submission strategy.

At the school level, many schools did not follow instructions, some submitting far more stories and poems than directed, including one school that sent over 70 submissions. Because so many schools averted the regulations, these schools were not disqualified, though this is recommended for next year. Many schools also failed to provide the required information, such as head teacher name and contact information, as well as the district and sector.

At the sector level, many SEOs followed submission instructions, though some of the packages received contained loose submissions without clear marking or indication of whether they were submissions from a school or community.

It also seemed that some SEOs received submissions but did not send them to the district. A head teacher from a school in Kigali made a follow up by visiting the L3 technical team in the CPMD offices. The inventory was searched, and neither his school nor his sector had been received. He was recommended to follow up with his SEO. By the time he returned, the inventory process had been completed and the jury began.

The submission process fell apart at the district level. It had been the responsibility of DEOs and inspectors to lead and support juries to sort through the submissions received, evaluate them, and to select the best 12 for submission to the national level. Unfortunately, both DEOs and inspectors were called away for other duties during the weeks when juries were meant to take place. Consequentially, there was no evaluation at the district level, apart from in Bugesera district. All other districts sent in every submission that they had received, for an average of 112 total submissions per district.

Some DEOs sent the submissions by bus, and L3 provincial coordinators collected and delivered others.

Submission Process Lessons learned and recommendations

11. It is recommended to provide alternative options for schools and community members to send in submissions to ensure that all submissions do reach the district. As the sector is only responsible for collecting and sending submissions to the district, schools and community members should have the option of sending submissions directly to districts. Alternatively, all SEOs should be required to send in a submission form, regardless of whether they have submissions or not. This would ensure that sectors are held accountable for sending on submissions.

12. For 2015, schools that do not follow regulations (sending in more submissions than allowed) will be automatically disqualified. No school submissions will be accepted without a letter stamped and signed by the head teacher.
13. For 2015, those in charge of district juries must have a backup for how a jury can take place with or without them. Additional time, perhaps two to three weeks, should be allotted for district juries to allow for some flexibility.

Inventory

A team of L3 staff and REB inspectors sorted through all submissions to take inventory of all received. Because districts did not hold juries, the national level received far more submissions than had been planned for. Districts were meant to submit 12 each, for a total of 360. However, on average districts submitted more than 100 each for a total of 3,366 submissions.

Table 1 2014 competition participants

Participants	Number
Districts	30
Schools	603
Sectors (sending community contributions)	62
Total stories and poems	3,366

To cope with the volume of submissions, during the inventory process the team also eliminated entries which clearly did not meet requirements, such as if they were too long for primary school children, neither stories nor poems, or inappropriate for primary school children in topic.

National Jury

Over the course of five days, ten REB inspectors served as the national jury. For four days, members shortlisted stories and poems according to author group and language. A standardized scoring system was used. From each author/language/submission group, four were selected for final consideration. At least 5 jury members read the final four in order to select the first place winner.

REB inspectors were asked to be on the jury because they had already been involved in the competition and were available. It was noted that people from CPMD would have been better suited for the jury, but due to the ongoing curriculum review process, their participation was not possible.

Table 2 National winners for 2014

National Winners of Andika Rwanda 2014	
Hakizimana Francois, P3 Butara Primary School, Nyanza Story: Ikirura n'umukecuru	Philbert Mudacumuri, S5 Nyundo Art School, Rubavu Story: Akababi ka Bebe
Mico Kenny, P5 Rusisiro Primary School, Rwamagana Story: Akariza n'Inyamanza	Byukusenge Cyprien, S4 Kigarama GS, Ngoma Story: Inzozu za Oben
Mukandayisaba Virginie, P3 Karehe Primary School, Karongi Poem: Uburezi Budaheza	Ntahontamusanga Promesse, S3 College du Christ-Roi, Nyanza Poem: Dore akazuba keza cyane
Uwimpuhwe Lea Karugira Primary School, Kicukiro Poem: Tubyamagane	Theogene Murwanashyaka, S6 Mutakara Secondary School, Nyamagabe Story: Scorpion and Cobra
Abatesi Queen Humura, S2 Fawe Girls School, Gasabo Poem: Rise Up Children	Umutoni Celine, S6 Fawe Girls School, Gasabo Poem: Sometimes When It Rains
Bizimana Francois d'Assise Gatenga, Kicukiro Story: Inkwavu mu bantu	Bihoyiki Deogratias Ngoma, Rulindo Poem: tubereye kubaho tubereye u Rwanda

Writing Symposium and Awards Ceremony

Letters from REB were sent to head teachers and parents notifying them of the students who had won. Phone calls were also made.

The twelve winners and two of the students' teachers attended the symposium from September 7th to 9th at Hilltop Hotel in Kigali. Winners worked with professional editors for the first two days to improve their writing and to make it more interesting and accessible to primary school children. On the third day, professional illustrators and talented students from the Nyundo School of Art worked with writers to determine how the stories and poems would be illustrated. Each author received a poster-sized printout of the cover page illustration of their work.

Drakkar Ltd organized the editors and illustrators, and REB arranged accommodation for participants. EDC provided technical support during the symposium as well as logistical arrangements.

On September 10th, the winners were awarded as part of the Rwanda Reads General Assembly. The REB DG and USAID Director of Education presented the awards, and Drakkar facilitated a panel discussion with a group of the winners. Winners received Lenovo tablets and writing supplies, as well as \$50 to spend at Ikirezi book shop.

Writers Symposium and Awards Ceremony Lessons Learned and Recommendations

14. The days of the symposium were long, and the younger children especially became tired. For the next symposium, it is recommended to have shorter days.
15. Additionally, there can be activities ongoing while some authors work one-on-one with the editors and illustrators. The purpose of the workshop isn't only to edit and perfect the winning stories and poems but to celebrate writing and stories. The activities can be focused on supported winners to improve their writing overall.
16. Awarding the winners at the Rwanda Reads general assembly was a big success. It is recommended that the award ceremony coincide with the Rwanda Reads events to take place on International Literacy Day in 2015. The competition can launch in the second term so that winners can be awarded promptly in September.

Publication

At the time of this report, Drakkar had completed two volumes of stories and poems and had made an appointment for their review by REB's Textbook Approval Committee. One volume contains stories and poems for P1 to P3 children, and the other for P4 to P6 children. Once approved, the volumes will be printed, and REB will distribute them to primary schools.

Publication Lessons learned and recommendations

17. While only 12 stories and poems were selected for publication, a great many more of good quality were submitted. These are a great resource, and it is recommended that publishers can sort through them and determine whether any are of high enough quality for publication through other means.

18. A publicity event for the distribution of these volumes should coincide with the launch of the 2015 competition. As previously mentioned, winning authors can read their stories and poems at launch events.
19. Rwanda Reads partners and others should be approached regarding the publication of the 2015 winners. It should be discussed with REB how titles can be placed on the REB approved list of supplementary materials so that schools can purchase them with their capitation grants.

Summary of Recommendations for 2015

The first annual Andika Rwanda national writing competition was a success. Participation was widespread throughout the country, and the winning stories and poems are interesting and relevant for primary school children. A number of lessons were learned from the first annual competition which can be put in place for 2015. As stated above, these are:

1. Greater emphasis on the originality of entries
2. A specific theme for the competition
3. Emphasis on older writers reading their stories/poems to a child before submitting
4. Inclusion of social affairs representatives at all levels
5. Communication to mentors through the MCOP portal
6. Involvement of 2014 competition winners at the 2015 launch event
7. Re-use of the 2014 video and radio advertisements and coordination of procurement in advance for airing them
8. Coordination with the Rwanda Reads platform
9. Concise information packets for key implementers in 2015
10. Simple monitoring forms for REB inspectors, L3 provincial coordinators to track the implementation of the competition
11. Alternative submission procedures to ensure that submissions given to sectors reach the districts
12. Disqualification of schools that do not follow regulations (specifically, maximum number of submissions) or that do not include official communication from the head teacher
13. Additional time allotted for district juries
14. Shorter writers symposium days
15. Ongoing symposium activities aimed at overall celebration/improvement of writing, not only on perfecting stories/poems for publication
16. Award ceremony during the September International Literacy Day events
17. Alternative publication means for high quality stories/poems that did not win
18. Publicize 2014 winning volume during the 2015 national launch
19. Coordination with Rwanda Reads to determine publication for 2015; mechanism for placing winning stories/poems on REB's supplementary materials list for schools

Proposed Timeline and Budget for Andika Rwanda 2015

As stated, it is recommended that the launch of the 2015 competition takes place in the second term so that the launch can occur once the 2014 volumes are in schools and so that the awarding can coincide with the literacy events due to take place in September. Additionally, with all of the lessons learned from the 2014 competition, the 2015 competition can be conducted in less time than in 2014.

The table below details the timeline for preparing and conducting the 2015 competition.

Table 3 Andika Rwanda 2015 Timetable

Month	Activities
February	<ul style="list-style-type: none"> • Form 2015 planning committee • Resume planning committee meetings (bi-weekly) • Sign agreement on 2015 budget
March	<ul style="list-style-type: none"> • Develop materials (information packets for schools/communities; publicity materials) • Set date/location for national launch
April	<ul style="list-style-type: none"> • Print materials • Prepare national launch event
May	<ul style="list-style-type: none"> • National launch event • Distribution of materials • Publicity ongoing (TV, radio, social media, etc)
June	<ul style="list-style-type: none"> • Monitoring/support of the competition • Deadline for writers to submit to schools or sectors/districts • School juries select best school entries • Schools send winners to sectors/districts • Sectors send school/community submissions to districts
July	<ul style="list-style-type: none"> • District juries select best district entries • Districts send district winners to Kigali
August	<ul style="list-style-type: none"> • National jury selects national winners • Winners approved • Winners informed
September	<ul style="list-style-type: none"> • Writers symposium and award ceremony take place

Currently, there are only plans for two partners—REB and EDC—in the 2015 competition. In 2014, Drakkar was responsible for the editors and illustrators at the writers symposium, purchasing half of the prizes for winners, and, the largest financial contribution, publishing the winning stories and poems. As stated previously, it is recommended that an additional partner is identified for 2015 to support the publication of the 2015 winners.

The table below gives a brief overview of the competition's budget needs and the funds that EDC is ready to contribute.

Table 4 2015 Andika Rwanda budget

Item	Month the budget is needed	EDC	REB
Printing materials	April	\$3000	
National launch	May	\$1500	
Materials Distribution	May		
TV/radio advertisements	May, June		
Inspectors training	April		
DEO/social protection training	May		
District juries	July	\$1000	
National jury	August	\$2000	
Awards for winners	September	\$1700	
Symposium and award ceremony	September	\$300	
Total		\$9,500	

Annex 3: REPS Progress Test Report

(Because this is a large document, please find the document attached separately)

Annex 4: Minutes of L3 Steering Committee Meeting

Minutes of meeting, L3 Steering Committee

October 15th, 2014

REB conference room

Present

Name	Institution	Title	Telephone	Email
Dr. John RUTAYISIRE Chairperson	REB	Director General	0788304818	rutaisirejg@yahoo.com
Richard TREWBY Co-Chairperson	EDC/L3	Chief of Party	0789538666	rtrewby@edc.org
Mary SUGRUE Secretary	EDC/L3	Technical Director	0784876362	Msugrue@edc.org
Solange MUKAYIRANGA	MINEDUC /Planning Unit.	Director General	0788485808	smukayiranga@mineduc.gov.rw
Joyce MUSABE	REB/CPMD	Head of Department	0788305417	joymusabe@yahoo.com
Janvier I. GASANA	REB/EQS	Head of Department	0788305420	gasanaij@yahoo.fr
Emmanuel MUVUNYI	REB/EA	Head of Department	0788306690	emuvunyi@sfar.gov.rw
Vincentia NYANGOMA	REB/ICT	Head of Department		vnyangoma@reb.rw
Susan BRUCKNER	USAID	Director, Office of Education	0788387116	sbruckner@usaid.gov
Emile RUDASINGWA	USAID	Basic Education Specialist L3 Activity Manager	0788301754	erudasingwa@usaid.gov
Kent NOEL	EDC	Vice-President EDC /Regional Director	+254725335193	knoel@edc.org
Solange M.Ngoga	EDC/L3	Deputy Chief of Party	0788387341	sngoga@edc.org

Absent

Name	Institution	Title	Telephone	Email
Mr. Damian NTANGAZWA	REB/TDM	Head of Department	0788502907	damiantdm@yahoo.com

Agenda

- Approval of the steering committee terms of reference
- Presentation of work plan and achievement of the L3 initiative
- Comments and Questions from Members of the steering committee and feedback from L3

Minutes of the meeting

REB Director General opened the meeting and welcomed members.

Approval of the steering committee terms of reference

The REB Director General explained the rationale for delegating the role of secretary to the L3 representatives. Susan Bruckner requested that Emile Rudasingwa USAID Activity Manager be added to the list of members on the steering committee.

Agreed: The steering committee TORs were approved

Presentation of work plan and achievement of the L3 initiative

L3 COP Richard Trewby outlined the achievements of the L3 initiative this year 2014. He stated that L3 is in the process of preparing the next work plan and raised the following issues on which agreement from the steering committee was needed. A copy of his presentation is attached.

Assessment of impact

A discussion followed on the results of the Impact Assessment conducted in Bugesera 2013. This led to further discussion on the integration of the LARS and FARS assessment reports.

Action point 1: L3 Team to resend the Impact Assessment Report to all members of the steering committee.

Action point 2: DDG Emmanuel Muvunyi to check the schedule and confirm a date for the L3 team to present the findings on the recent assessment conducted by L3 in September. This date will be communicated by 24th October 2014.

Printing and Distribution of L3 instructional materials for Primary Three

The L3 team outlined the printing schedule for P3 materials and informed the committee that a printing company in Kenya will be printing the books. He emphasised that the printing has to be completed in November in order to distribute all materials to schools by the end of January 2015. After discussion of the issues and challenges the following decisions were agreed:

Agreed: The steering committee agreed that the L3 team must endeavour to comply with the printing and binding recommendations of the Textbook Approval Committee. However, special concession would be given to the L3 team, especially if an important deadline for the printing schedule might be missed and the Textbook Approval Committee would prioritise the L3 submissions.

Agreed: The L3 materials for the three subject areas should be considered as three separate submissions. After TAC recommendations have been applied to an individual set of subject materials, each subject area's materials can be approved for printing and dispatched to the printer, independent of the materials of other subjects.

Agreed: L3 team has received feedback on Term 1 and Term 2 materials. Term 3 materials have been submitted to TAC. The TAC will now provide feedback on the Term 3 materials; no further feedback will be given regarding Term 1 and Term 2 materials. The L3 team will integrate the recommendations from TAC into the materials and submit them to CPMD for verification and sign off for publishing. Every effort will be made to ensure TAC approval is granted and materials printed in November 2014.

Printing extra L3 materials

L3 has received requests for sets of L3 materials from private schools as well as schools who wish to replace lost, stolen or worn materials. The L3 team requested that serious consideration be given to these issues, to ensure the sustainability of the program and equal access for all schools to L3 materials. Recommendations from the committee included developing terms of reference that can be included in future tenders for inclusion of reprinting of existing materials.

Agreed: To follow previous models developed by REB and invite publishers to bid for materials, with REB maintaining the copyright.

Action point: REB to invite the private schools to meet and advise them that, in future, the materials will be available from publishers.

Sustainability of the Technology

The discussion of the print materials transitioned to the sustainability of the technology provided to schools.

Agreed: A signed directive with guidelines should be issued to schools as soon as possible.

Training of Teachers on L3 programme

It was noted that L3 was training senior mentors who then trained the school-based mentors to train the teachers, but 800 schools do not have access to the School Based Mentor Programme. In 2014 the L3 initiative trained the teachers from those schools but funds are not available to conduct further training in 2015 and 2016.

Agreed: REB will take up the responsibility for training teachers in schools without SBMs by July 2015.

Action Point: A letter will be issued to mayors instructing DEOs to inform head teachers that SBMs are to facilitate training on L3 materials, specifically, in addition to English.

AOB

Dr. Joyce raised the issue of materials for P1 and P2 materials, regarding what can be done to ensure children in future P1 and P2 classes have access to the home school daily readers.

Agreed: REB is responsible for maintaining existing books in schools. The DG and DDG will inform the public on Sunday via a radio show to ensure they understand that the books are the property of the schools and should be returned to schools at the end of a school year.

Agreed: Minutes will be circulated via email. An email group will be set up to update members between quarterly meetings.

Annex 5: Report on SBMs Use of DataWinners



Literacy, Language and Learning Initiative

**STATUS ON THE USE OF DATAWINNERS SMS
REPORTING SYSTEM BY MENTORS**

May – November 2014

December 2014

Table of contents

Table of content	Error! Bookmark not defined.
Acronyms	26
Background	27
Current status of School Based Mentors in schools	27
Use of DataWinners SMS reporting	29
Strategies for improvement on SMS reporting.....	32
Recommendations	32

Acronyms

L3	: Literacy, Language and Learning Initiative
REB	: Rwanda Education Board
TDM	: Teacher Development Management
SBM	: School Based Mentor

Background

The School-based Mentor (SBM) Program is the Rwanda Education Board's key strategy for improving the English language skills and instructional practices of basic education teachers (P1-S3). The SBM program places mentors directly in the schools and provides for their training and supervision by Senior Mentors. By training and supporting teachers in their schools to improve their English language skills and instructional practices, the initiative ultimately aims to improve student learning outcomes in literacy and numeracy.

It is against this background that under the L3 Initiative, schools based mentors using Interactive Audio Instructions and self directed video modules have responsibilities to train and mentor the teachers on use of L3 materials, best literacy and numeracy practices and English teaching methodology.

To ensure an effective reporting mechanism on the achievements and progress of attained by mentors, EDC/ L3 in partnership with Human Network International initiated the DataWinners SMS reporting system. Through this system mentors are requested to report the information on the teachers they have trained, coached and mentored; the use of L3 materials and also on school statistics in their respective zones.

The Data winners reporting system started being used in May 2014 and L3 trained 60 senior mentors on Data winners reporting systems and through the cascade training model, senior mentors trained school based mentors.

This report details how School based Mentors have utilized the DataWinners reporting system to provide L3 related information from supported schools, the report also proposes some strategies to address the challenges identified and experience during the past reporting period in order to maximize the effective use of DataWinners reporting system.

Current status of School Based Mentors in schools

As per the Rwanda Education Board - Teacher Development Department Records, 805 Schools Based mentors are allocated to 1608 schools (public and government aided schools) where by principle a School based Mentor is assigned to support two schools. With these records, it is noted that 877 schools are not supported by school based mentors. The School Based Mentors are supervised and technically supported by 58 Senior Mentors. The table below depicts the presence of School Based Mentors per Districts¹.

Table1: Presence of SBM per District

District	Total Number of Schools per District	Number of School based Mentors per Districts	Number of Schools with SB Mentors per District	Number of school without mentors per District
Gasabo	52	15	29	23
Kicukiro	30	10	20	10
Nyarugenge	28	11	22	6
Sub total	110	36	71	39

¹ These statistics are compiled based on data on schools based mentors available in REB/ TDM as of September 2014

Gisagara	65	15	30	35
Huye	88	29	58	30
Kamonyi	88	24	48	40
Muhanga	106	30	60	46
Nyamagabe	102	30	60	42
Nyanza	78	21	42	36
Nyaruguru	89	29	58	31
Ruhango	70	22	44	26
Sub total	686	200	400	286
Karongi	123	40	80	43
Ngororero	99	36	72	27
Nyabihu	89	30	60	29
Nyamasheke	137	45	90	47
Rubavu	75	26	52	23
Rusizi	110	35	70	40
Rutsiro	93	36	72	21
Sub total	726	248	496	230
Burera	91	30	60	31
Gakenke	113	36	71	42
Gicumbi	99	40	80	19
Musanze	78	18	36	42
Rulindo	80	29	58	22
Sub total	461	153	305	156
Bugesera	80	29	58	22
Gatsibo	78	18	36	42
Kayanza	70	33	66	4
Kirehe	56	17	34	22
Ngoma	67	25	50	17
Nyagatare	81	22	44	37
Rwamagana	52	24	48	4
Sub total	484	168	336	148
Grand Total	2467	805	1608	877

As illustrated in the table above, a large number of schools are assigned schools based mentors, which in principle a wide distribution of mentors would enable to the L3 initiative to collect a wide sample of information.

Use of DataWinners SMS reporting

In May 2014, L3 initiated the DataWinners Reporting System. Since then the School Based Mentors are required to report school information regarding number students enrolled, number of teaching staff and the number of teachers trained/mentored/coached during the school year 2014 on the use of L3 teaching and learning materials.

The table below illustrates the trend of SBM who used DataWinners SMS Reporting System from May to September 2014.

Table 2: SBM who reported from May to September 2014

District	Number of School based Mentors who reported by using Data Winners on teachers trained per month					Summary of SBMs who reported at least once (without double counting)	Percentage of School Based who reported
	May-14	Jun-14	Jul-14	Aug-14	Sep-14	May-September 2014	
Gasabo	4	3	1	0	0	5	33%
Kicukiro	0	0	0	0	0	0	0%
Nyarugenge	0	0	0	0	0	0	0%
Sub total	4	3	1	0	0	5	14%
Gisagara	1	0	3	6	2	7	50%
Huye	6	2	11	1	2	13	45%
Kamonyi	1	2	4	3	3	7	29%
Muhanga	0	1	11	0	1	11	37%
Nyamagabe	0	0	0	0	0	0	0%
Nyanza	2	2	1	4	3	4	19%
Nyaruguru	1	1	2	1	1	5	17%
Ruhango	0	1	3	2	1	5	23%
Sub total	111	9	35	17	2	48	23%
Karongi	2	1	2	6	4	7	19%
Ngororero	7	6	9	8	5	16	44%
Nyabihu	6	2	3	5	1	9	30%
Nyamasheke	5	4	0	3	8	12	27%
Rubavu	0	0	0	0	0	0	0%
Rusizi	5	6	9	4	8	15	43%

Rutsiro	2	2	3	3	5	7	19%
Sub total	27	21	27	29	31	70	27%
Burera	3	5	2	3	4	12	40%
Gakenke	8	8	8	1	4	18	50%
Gicumbi	5	3	5	0	2	10	25%
Musanze	2	1	0	1	0	4	25%
Rulindo	5	3	6	4	2	12	44%
Sub total	23	20	21	9	12	56	38%
Bugesera	1	1	5	1	2	7	23%
Gatsibo	0	0	0	1	1	1	6%
Kayanza	5	3	7	5	2	14	41%
Kirehe	0	3	4	0	0	5	29%
Ngoma	1	2	4	4	3	9	36%
Nyagatare	5	7	5	2	2	9	50%
Rwamagana	4	3	3	2	1	7	28%
Sub total	16	19	28	15	11	52	31%
Grand Total	81	72	111	70	67	231	29%

As evidenced by the table above, 231 out of 796 SBM have at least reported once in the period of five months. It is also observed that the trend of reporting using DataWinners Reporting System has kept decreasing apart July 2014 which noticed a slight increase when 111 School Based mentors reported. There are no specific reasons for July's increase but the completion of net books distribution and recruitment of new 105 Schools Based Mentors might have influenced the reporting trend.

Looking at percentages of SBMs who reported against the total number of SBMs assigned to 30 Districts, It is observed that the highest percentage observed was 50% of SBM who reported from Nyagatare and Gakenke Districts and the lowest percentage is 0% observed from SBM operating in Nyarugenge, Kicukiro, Nyamagabe and Rubavu Districts who never reported from May to September 2014. The total percentage observed was 29% representing 231 SBM who reported out of 796 SBMs assigned nationwide.

Realizing the underreporting from SBM in the past five months, L3 initiated a special request for reporting on teachers who have been trained by School Based Mentors throughout the year 2014, with an intensive follow up and engagement of varied stakeholders (Provincial Coordinators, SBM task leader, REB-TDM focal persons and FHI 360 staff managing MCOP portal). The following are the number of school based mentors who managed to report by November 20th 2014.

Table 3: SBM who reported with Data Winners SMS reporting - November 2014

District	Number of School based Mentors per Districts	Number of SBM who reported	Number of SBM who did not report	Percentage of School Based who reported
Gasabo	15	11	4	73%
Kicukiro	10	10	0	100%
Nyarugenge	11	9	2	82%
Total- Kigali City	36	30	6	83%
Gisagara	15	13	2	93%
Huye	29	26	3	90%
Kamonyi	24	24	0	100%
Muhanga	30	27	3	90%
Nyamagabe	30	14	16	47%
Nyanza	21	19	2	90%
Nyaruguru	29	27	2	93%
Ruhango	22	20	2	91%
Total- South	200	170	30	85%
Karongi	40	32	8	80%
Ngororero	36	29	7	81%
Nyabihu	30	18	12	60%
Nyamasheke	45	42	3	93%
Rubavu	26	18	8	69%
Rusizi	35	32	3	91%
Rutsiro	36	27	9	75%
Total- West	248	198	47	81%
Burera	30	21	9	70%
Gakenke	36	30	6	83%
Gicumbi	40	35	5	88%
Musanze	18	14	4	78%
Rulindo	29	20	9	69%
Total- North	153	120	29	81%
Bugesera	29	26	3	89.7%
Gatsibo	18	18	0	100%
Kayonza	33	32	1	97%

Kirehe	17	16	1	94%
Ngoma	25	24	1	96%
Nyagatare	22	14	8	63.6%
Rwamagana	24	21	3	87.5%
Total- Eastern	168	151	17	89.8%
Grand Total	805	669	136	83.1%

As per the table 3, with the November 2014 reporting request 669 School based Mentors with a percentage 83.1% reported out of 805 School based mentors in service. It is worth noting that they reported 8062 total number (male 2545, female 5787) of teachers trained at least 16 hours. With the special reporting period, in most of the District the percentage of school based mentors is above 70%, only School Based Mentors in Nyamagabe District still lag behind in reporting with a percentage of 47%. School based Mentors in Kicukiro Gatsibo and Kamonyi Districts reported at 100%.

Strategies for improvement on SMS reporting

The Data winners SMS reporting system provides L3 with a means to track performance if they are effectively used by senior and school based mentors. To ensure regular and consistent reporting mechanism; L3 will endeavor to:

- follow up on quarterly basis and provide feedback to SBM and Senior Mentors on their performance,
- Regularly provide through MCOP portal instructions required and the timeline for reporting,
- Provide summarized tool which would allow School based Mentors to capture the data on mentoring and coaching,
- On quarterly basis, to carry out data verification on the data reported by School Based Mentors
- Sharing quarterly updates to REB- TDM on the SBM performance and the use of Data winners Reporting system.
- Analyze factors impeding the SBMs to report and set up mechanisms for addressing the challenges identified;

Recommendations

There is a need to advocate for a monitoring strategy endorsed by REB and which would be enforced to monitor the SBM and Senior Mentors' performance.

SMS reporting is considered as an effective and convenient mechanism to collect and manage data on a large scale, REB/ TDM would consider adopting a similar reporting system in monitoring SBM and Senior Mentors' performance.

Prepared by

L 3 M&E Team

Annex 6: Reports of PTC Girls Award monitoring visits

Report on Girls Awards Monitoring - Sha Primary School- Nduba Sector- Gasabo District

Date of visit: 19th December 2014

EDC/L3 Staff: BUGINGO KAMANA Dieudonné (M&E Manager)

People meet in the visit: - Ernest TUGIRIMANA (PTC Chairperson) &
-Ernestine MUSABYIMANA (Teacher in Charge of Girls Education)

Introduction

In the process of achieving its Intermediate Result 5 of Improved Equity in Education, EDC and its partner Concern Worldwide under the L3 framework initiated the Girls Awards funded by United State Agency for International Development. The Girls Award aims to recognize the best performing PTCs from 90 schools supported in 2013. Through a criteria based selection, six PTCs were given awards of 480,000Rwf each to boost PTC initiatives for Girls education so far in place. PTC of SHA Primary school located in Nduba Sector of Gasabo District was one of the PTCs awarded.

In December 2014, L3 organized a visit to SHA Primary School to monitor how the award was used in reference to the approved memorandum of understanding.

Overview of the PTC initiative awarded

Considering the phenomena of drop out and absenteeism affecting the female students enrolled at SHA Primary Schools; the PTC and School Administration initiated an intervention aiming at addressing special educational needs of girls by providing facilities for girls' sanitary services and also mobilizing community members for their active involvement in supporting girls' education. With this initiative, PTC has constructed a room which is used by girls while in their menstruation period. They also started purchasing and distribution of sanitary pads to girls.

PTC plan for Girls Awards use

The Girls' Awards given to SHA Primary School was meant to supplement the existing initiative for improving girls' learning conditions and to mobilize the community for their involvement to support girls' education in general. The awards of 480,000Rwf received were budgeted as follow:

<i>Item</i>	<i>Planned amount (Rwf)</i>
Refurbishment of Girls room	280,900
Purchasing of sanitary pads and other hygienic utilities	139,000
Support to Gender clubs and community mobilization	60,000
Total	479,900

Utilization of Girls' Award

After receiving the award, the PTC organized parents' general meeting to discuss the utilization of the Girls Award received. Considering the recognition to the existing efforts in promoting girls education, parents committed to play a role in renovation of the Girls room by making bricks. With the award and the parent's contribution, the room was renovated. Also a bath shower room and a second room were constructed in addition to the existing one.



Figure 1: One the room constructed for girls at SHA PS

000 Rwf was spent in purchasing uniforms and other materials for gender clubs. These are being used in drama activities for community mobilization on girls' education.

At the time of the inspection, the girls space is composed of two rooms equipped with beds and a shower room. This was completed early May 2014. The budget planned of **280,900 Rwf** was spent in addition to parents' contribution.

In addition to that, sanitary pads and hygienic materials (soaps and body lotions) were purchased and distributed to girls when they are menstruating. The amount spent on this, was **119,000 Rwf** and parents committed to contribute in order to sustain the availability of sanitary pads and other hygienic necessities.

A portion of the award equivalent to **80,**

Noticed impact of Girls awards given to SHA Primary School

Parents and teachers acknowledge the boost of Girls awards to improve girls' education and parents' involvement to play an active role in education. *"Upon receiving the girls awards we noticed an increasing turn up in parents meetings, the award boosted the parents confidence towards PTC, and served a factor which allowed dialogue and active participation in planning how to effectively utilize school resources. Realizing the achievements supported by the Girls Awards, parents committed to contribute to sustain all requirements for Girls education initiative whereas before the special educational needs for girls were not among their priorities."* Ernest TUGIRIMANA, PTC Chairperson noted.

With an improved level of PTC initiative towards Girls Education, SHA Primary school has become a learning model to other schools in the same sector. *"We now share our experience with other PTCs in our Sector on how our PTC is contributing to improved girls education and how parents are becoming more involved. The Girls Awards served as an emulating factor for PTCs in our sector,"* he added.

Girls' award received, boosted the girls' performance as it contributed to the



Figure 2: Girls Sanitary rooms at SHA Primary School

decrease of absenteeism and dropout rate which highly affected girls at SHA Primary Schools. *“It used to be very challenging for a teacher to have in one class more than five girls absent for menstruation related reasons per day. To handle this, a teacher was supposed either to repeat some missed lessons or move forward with the present students, this was the one of factors of poor performance observed among female students. With facilities now in place after receiving the Girls Awards, we realized a net decrease of absenteeism rate of female students as we try to cater for their special needs. Per day we receive more than two girls using the rooms. We provide sanitary pads to girls in menstruation period; we gave them some counseling sessions and advise them to come to schools instead of staying at home. In addition, with an active gender club and a committed PTC, it has become very easy for us to mobilize parents for their role in improving girls’ education. With the above strategies, girls at SHA Primary schools are among the best performers. For example in P6, all the first five students are the girls and not only here, they are among the first in our Sector”* Ernestine MUSABYIMANA- a teacher in Charge of Girls Education narrated.

Conclusion

From the visit, it was observed that the Girls Award given to SHA Primary School was effectively and efficiently utilized and not only the female students but also the entire school community have started benefiting from the results so far yielded. To maintain, this, there is a need to continue mobilizing parents to sustain and generate such special initiatives for improved equity in education.

Prepared by

BUGINGO KAMANA Dieudonné

EDC/ L3 M&E Manager

Report on Girls Awards Monitoring – Rugarama Primary School- Ruhuha Sector – Bugesera District

Date of visit: 9th December 2014

EDC/L3 Staff: Origene RUTAYISIRE School & Community Partnership Task Leader

BUGINGO KAMANA Dieudonné (M&E Manager)

People meet in the visit: - Olive KANZAYIRE (Head teacher)

- Dieudonne MUPENDA (PTC Chairperson)

- Beatrice BENIMANA (Teacher in Charge of Girls Education)

Introduction

In the process of achieving its Intermediate Result 5 of Improved Equity in Education under L3 Initiative, EDC and its implementing partner- Concern Worldwide initiated the Girls Awards funded by United State Agency for International Development to recognize the best performing PTCs from 90 schools supported in 2013. Through a criteria based selection, six PTC received awards worth of 480,000Rwf each to boost PTC initiative for Girls education so far in place. In Bugesera District, Rugarama Primary School received the Award.

In December 2014, L3 organized a visit to Rugarama Primary School to monitor how the award was used in reference to the approved memorandum of understanding.

Overview of the PTC initiative awarded

PTC and administration of Rugarama Primary School established a gender club to mobilize for girls' education within the school and in the community through sensitizing parents for their active involvement in promotion of girls' education.

Parents also constructed a sanitary room to cater for the special needs of female students and to mitigate cases of absenteeism and drop out associated to girls' biological needs. L3 recognized these initiatives with an award of 480000 Rwf.

Use of Girls Award given to Rugarama PS

After receiving the Girls Awards in February 2014, parents held a meeting to discuss efficient and effective use of awards. From the meeting, it was agreed to use the awards in supplying the sanitary pads and other hygienic materials needed by female students and also to carry out sensitization on promotion of girls' education.

The first portion of the award equivalent to 50% equivalent (240,000Rwf) was used to purchase sanitary pads and hygienic materials for girl; 30% of the award (144,000Rwf) was used for mobilization on promotion of girls' education. The mobilization campaigns included the drama competitions and creative arts done by students from P1 to P6 where best performers were awarded with scholastic materials

The third portion of the award equivalent to 20% (96,000Rwf) was utilized in organizing an exchange visit for members of the gender clubs to 2 schools (Ngenda and Kigarama Schools) the same sector. The learning visit was done to share the practices on how gender clubs contribute in mobilizing on girls' education.

Impact observed

The award reinforced the existing efforts initiated to promote Girls Education specifically by addressing the problem of drop out and absenteeism which mostly affected female students in Rugarama Sector in general and specifically at Rugarama Primary School.

“The award boosted the existing efforts so far undertaken by PTC and the parents in promoting girls education. We used to have a big number of female students who frequently were absent or dropped out due to lack necessities for girls special needs or lack of parents support towards needs, this negatively impacted the performance of female students, but nowadays, with the award, the school is equipped with relevant hygienic materials which allow to cater for the needs of our female students. For instance the room and sanitary pads are given to more than five girls per a day. In addition, our gender club is motivated and well equipped to sensitize for the promotion of girls education. These concerted efforts are yielding positive results; we are now having few girls dropping out of schools or who are frequently absent. In general we are noticing a good performance among the female students” Olive Kanzayire the school head teacher mentioned.

Overall appreciation on the use of Girls Award

Reference to the approved memorandum of understanding and the records available, it was noticed that the Girls awards given to Rugarama Primary school was effectively and efficiently utilized to promote Girls education specifically by reducing the absenteeism and dropout rates and also in raising awareness on pertinent role of parents in promoting girls education. At the school, there is good collaboration between teachers & school administration with parents in general and PTC in particular. This allowed the effective and efficient use of the awards and triggered an increased level of parent involvement to sustain the initiative promoting girls education.

Prepared by

BUGINGO KAMANA Dieudonné

L3 M&E Manager

Annex 7: 2014 National Baseline Assessment Report

(Due to the size of the document, please find the report separately attached)

Annex 8: L3 instructional materials communications strategy

2015 Communications Strategy, Instructional Materials

Introduction

The communications strategy for the rollout of the P3 materials nationwide, and for the continued use of the P1 and P2 materials, focuses on what audiences need to know and understand in order for them to support the implementation of the program. For parents and the community, this means that they understand their role in supporting children outside school as well as their role in following up on what is happening in school. For schools, this means that teachers and head teachers understand how the materials will have a positive impact on their teaching as well as on students' learning so that they use the materials as intended.

Overall Project Goal: Effective implementation of the materials; materials being used and supported as intended to ensure the largest possible impact on students' learning

Overall Communications Goal: Sensitization and understanding of how various actors can support the implementation of the materials/program.

Goal 1: Teachers and pupils use the materials properly and consistently and the materials are well-cared for.

Goal 2: Parental and community involvement, specifically using the daily readers at home with children

Goal 1 The success of this goal will be measured through the reports from provincial coordinators during their school monitoring visits.

Goal: Teachers and pupils use the materials properly and consistently and the materials are well-cared for.

Audience	Desired action	Message	Medium	Timing
Teachers and head teachers and directors of studies	Head teachers will demonstrate leadership in their schools for use of the L3 materials and methods as directed. Teachers will use the materials properly	To improve student learning, use the materials as directed in the teachers guide.	"Quick Tips" sheet on use of the materials (to be distributed along with SD cards to schools)	Distributed with SD cards in January
		HT: Give teachers time in the timetable to work with	Radio and TV programs (teacher explanations,	December/January/February

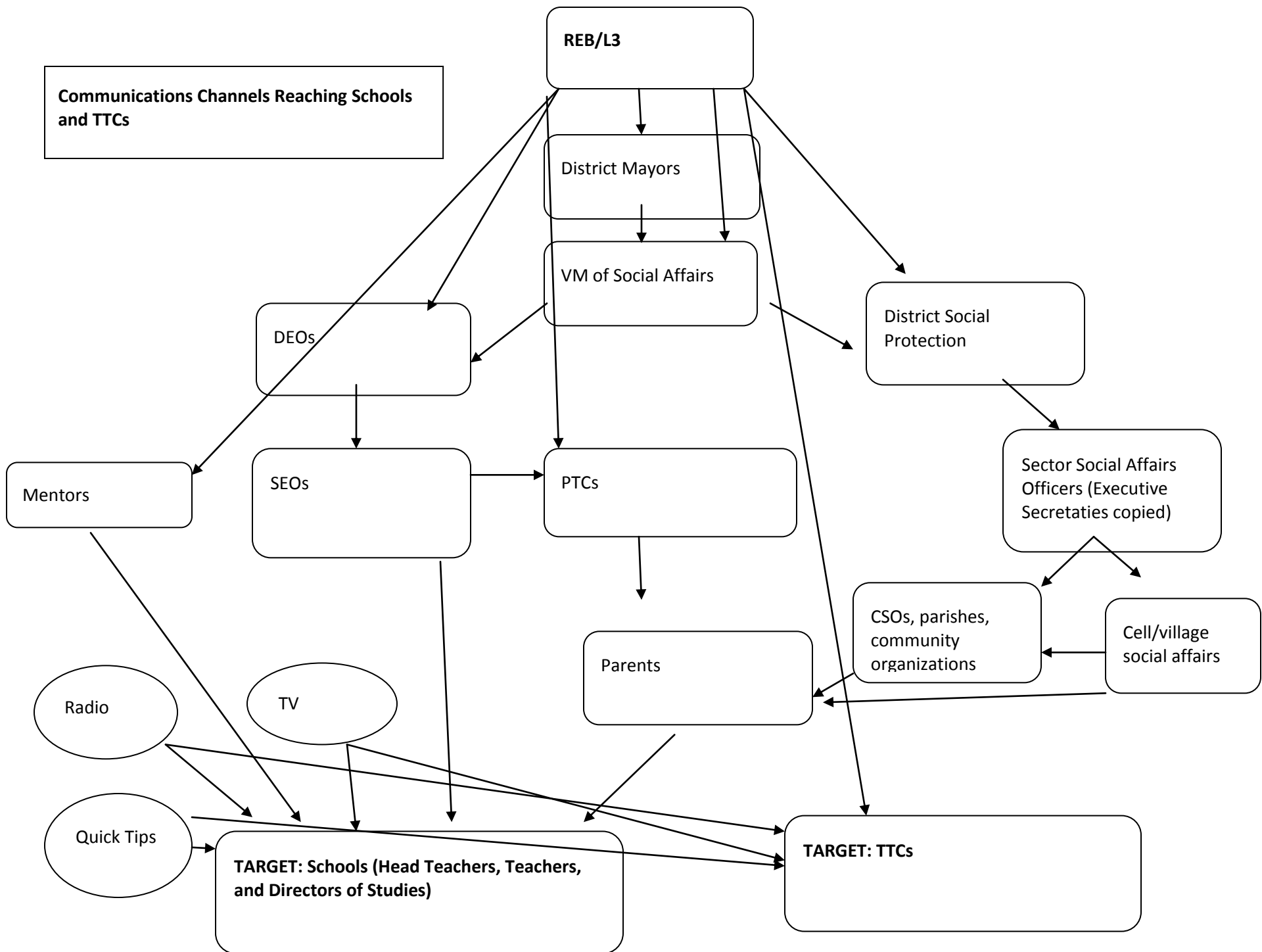
Goal: Teachers and pupils use the materials properly and consistently and the materials are well-cared for.				
Audience	Desired action	Message	Medium	Timing
	<p>and consistently.</p> <p>Identified barrier: Insufficient training; teachers don't know how to use the materials.</p>	<p>mentors.</p> <p>Secondary message: Using the materials makes teaching easier and more effective. Children are more attentive, focused, and learn better.</p>	<p>and most importantly modeling)</p> <p>SEO/mentor follow up (to also receive Quick Tips)</p>	Ongoing
TTCs	<p>TTCs will teach student-teachers how to use the L3 materials and methods. Student- teachers will practice using the materials in schools.</p> <p>Identified barrier: also training, student teachers not yet familiar with the materials</p>	<p>To improve student learning, use the materials as directed in the teachers guide. (Technical team to identify most important issues to highlight, for example group/pair work, audio, how to read for students, etc)</p> <p>TTC principal: Give time for student teachers to use L3 materials.</p>	<p>"Quick Tips" delivered with distribution of L3 materials to TTCs</p> <p>Radio and TV programs (teacher explanations, and most importantly modeling)</p> <p>VSO LNAs follow up</p>	<p>Distributed with materials in January/February</p> <p>December/January/Feb</p> <p>Ongoing</p>

Goal: Teachers and pupils use the materials properly and consistently and the materials are well-cared for.				
Audience	Desired action	Message	Medium	Timing
		Secondary message: Using the materials makes teaching easier and more effective. Children are more attentive, focused, and learn better.		
Mentors	Mentors will support schools to use the materials and methods properly and consistently.	<p>Senior mentors: Follow the CPD schedule to cascade L3 training, use L3 videos, follow up with SBMs, and take care of your netbook.</p> <p>SBMs: Participate in CPD, cascade L3 training to teachers using L3 videos, take care of your netbook and provide support to teachers. Attend lessons to observe teachers using L3 materials and advise.</p>	<p>Communications mediums:</p> <p>MCOP</p> <p>SMS</p> <p>Training/monitoring:</p> <p>Training with SMs</p> <p>Follow up by PCs and others</p>	From January, ongoing
Parents/community	Parents/community will hold schools accountable for the implementation of the program, by visiting the teacher and discussing the program (i.e. why isn't my child	<p>A new program for P1, P2, and P3 is now in use in schools nationwide for English, Kinyarwanda, and mathematics.</p> <p>When schools use the program properly,</p>	(See the information below under goal 2)	February campaign

Goal: Teachers and pupils use the materials properly and consistently and the materials are well-cared for.				
Audience	Desired action	Message	Medium	Timing
	bringing a book home? Why does my child say s/he isn't listening to the radio in school? Etc)	<p>students' learning will greatly improve.</p> <p>Make sure that your child is benefiting from this program by ensuring s/he brings home his/her student book daily and listens to the radio. Visit your child's teacher to thank him/her and discuss your child's education.</p>		
PTCs	PTCs will encourage parents to check whether their child is bringing a book home and to visit teachers to thank them and discuss.	Hold general assemblies to Inform parents about the new program. Encourage them to visit the school to thank teachers for using the program and to ensure that their child is bringing home a book and listening to the radio.	(See goal 2 below)	January
L3 partners in the field (VSOs, PCVs, NAR, Concern, CML organizers, etc)	L3 partners in the field will support implementation by checking that children are allowed to bring books home, that the materials are in use, etc.	These materials should be in use at all public primary schools across the country (list). While in the field, or if visiting a school, ask to see where the books are kept, or to see where the school charges phones and	<p>Announcements at meetings (RENCP, development partner, etc)</p> <p>Emails to partners</p>	Ongoing, as opportunities arise

Goal: Teachers and pupils use the materials properly and consistently and the materials are well-cared for.				
Audience	Desired action	Message	Medium	Timing
		speakers.		
DEOs	<p>DEOs will work with SEOs to support schools in using the materials properly and consistently, as well as ensuring that materials are properly cared for. They will also identify schools using the materials well for recognition (teachers day, etc)</p> <p>(Noted that DEOs/SEOs generally know a lot about L3 and mostly need reminding more than more information.)</p>	Mobilize SEOs to support/follow up with schools to ensure that schools in your district are using the L3 materials as intended.	<p>Letter</p> <p>REB newsletter</p>	January/February
SEOs	SEOs will work with head teachers to ensure that the materials are used properly and consistently, and that materials are well cared for.	When visiting schools, check to see that they have distributed student readers to children and allow them to take books home. Check to see that teachers use all materials, including teacher guides and audio	<p>Letter</p> <p>Through DEOs</p> <p>SMS</p>	January, ongoing

Goal: Teachers and pupils use the materials properly and consistently and the materials are well-cared for.				
Audience	Desired action	Message	Medium	Timing
		materials. Ask children to read their materials and check to see what's in their workbooks.		



Goal 2

The measure of success for this strategy will be the number of assemblies, meetings, or announcements (such as during a church service) for educating parents on how to support children, specifically with the L3 student daily reader. This information will be collected from Vice Mayors for Social Affairs, who will coordinate with DEOs, SEOs, District Social Protection, and Sector Social Affairs officers.

Goal: Parental and community involvement, specifically using the daily readers at home with children and visiting schools to follow up				
Audience	Desired action	Message	Medium	Timing
Parents and community	Parents and community members will support children by ensuring they bring home the student daily reader and that they practice reading it every day. They can also ask their children whether they are listening to the radio in school, or visit their child's teacher to discuss.	<p>Children who read at home and at school are better readers than children who read only at school.</p> <p>Basic literacy skills are important for daily life</p> <p>Parents (mothers, fathers, literate, illiterate) can help—it's easy!</p> <p>(Model given for both literate and illiterate parents, referring to L3 student reader, or, for students not in L3 program, another book from school, or a library book)</p>	<ul style="list-style-type: none"> • Radio; ads, skits, talk shows • TV; MINEDUC documentary • Itangazo with photo of parents reading the daily reader with their child and guidance on what to do (One poster will be in each box of books sent to schools) • Meetings, interactions with local leaders in the community and at church and community organizations (local leaders should have a script of announcement) 	Month-long campaign in February

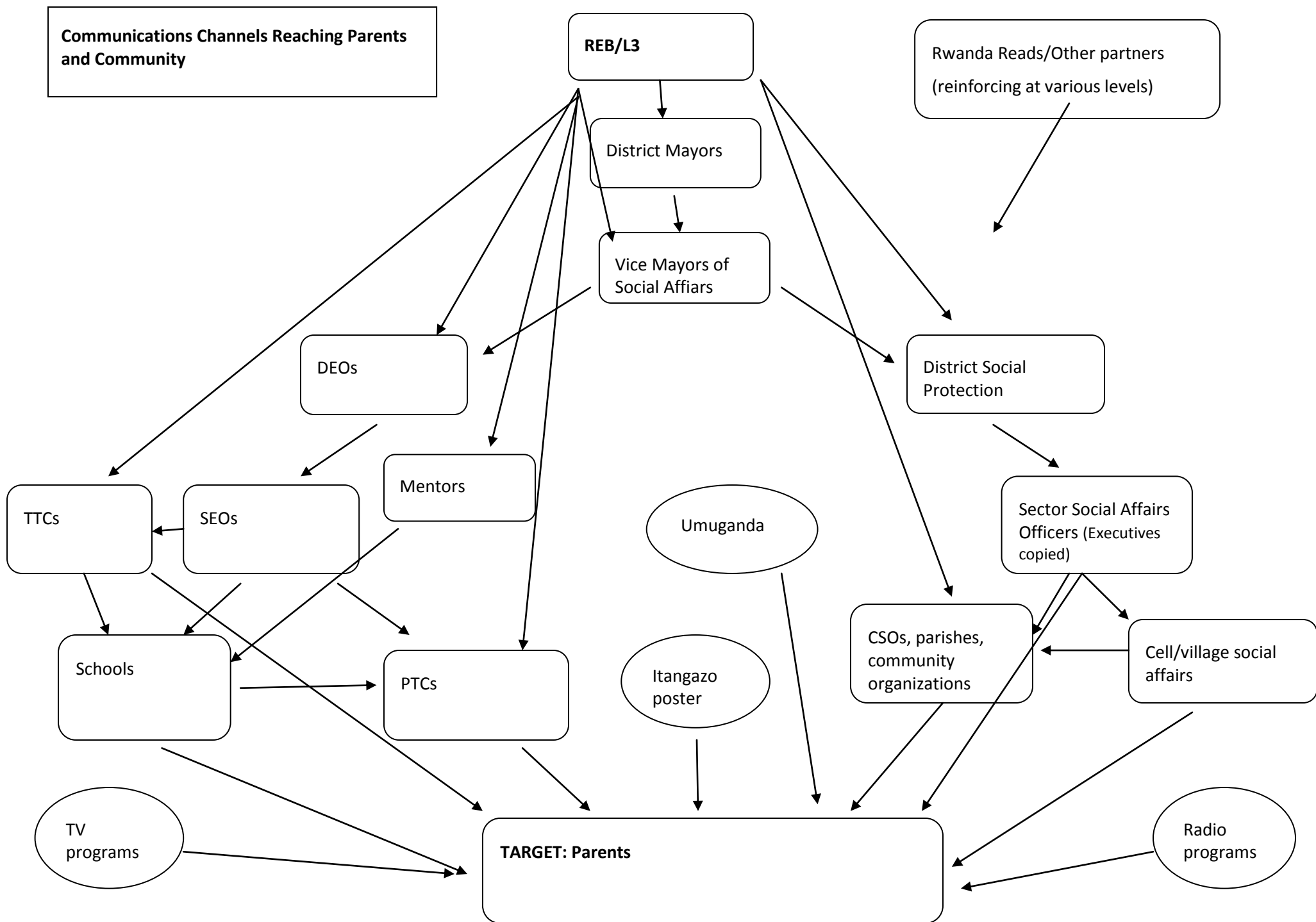
Goal: Parental and community involvement, specifically using the daily readers at home with children and visiting schools to follow up				
Audience	Desired action	Message	Medium	Timing
			<ul style="list-style-type: none"> PTC interventions, or general assemblies at schools Announcement at umuganda Sensitization/follow up by Rwanda Reads and other partners 	
Local community structures (CSOs, parishes, religious organizations, etc) and cell/village social affairs officers	Community organizations and leaders will sensitize parents and the community about the importance of their support for children as well as ways they can do so using the L3 materials.	As a local leader/organization/religious institution, you have influence in your community. Use your leadership to shape positive family and community practices in regards to children's literacy. Encourage parents and community members to support children. (Messages to parents included.)	<p>Messaging system through sector social affairs officer and cell/village social affairs</p> <p>Phone/email contact (for CML leaders)</p> <p>(also hearing messages to parents directly from TV/radio campaign)</p>	December, January, February
Sector Executive Secretaries	Executives will delegate the activity to Sector Social Affairs Officers and support them as	Work with Social Affairs Officers to mobilize CSOs, faith-based organizations and parishes, local leaders, etc in the community to sensitize and educate	<p>Messaging system through District Social Protection</p> <p>L3 one-pager in Kinyarwanda</p>	December, January, February

Goal: Parental and community involvement, specifically using the daily readers at home with children and visiting schools to follow up				
Audience	Desired action	Message	Medium	Timing
	needed.	<p>parents and the community about their support for children's literacy.</p> <p>Secondary: information on L3 Initiative</p>		
Sector Social Affairs Officers	Social Affairs Officers will work with local organizations and community leaders (cell/village levels) to sensitize parents and the community about the importance of their support for children as well as ways they can do so using the L3 materials.	Mobilize CSOs, faith-based organizations and parishes, local leaders, etc in the community to sensitize and educate parents and the community about their support for children's literacy.	Messaging system through District Social Protection	December, January, February
District Social Protection Officers	DSP officers will mobilize sector social affairs officers to educate parents on supporting children's literacy.	Call a meeting with Sector social affairs officers and discuss how they can mobilize CSOs, parishes, etc to educate/sensitize parents on supporting children's literacy. Provide information on how parents can support.	<p>Messaging system through Vice Mayor</p> <p>L3 one-pager</p>	December/January

Goal: Parental and community involvement, specifically using the daily readers at home with children and visiting schools to follow up				
Audience	Desired action	Message	Medium	Timing
		Secondary: information on L3 Initiative		
Vice Mayors of Social Affairs	Vice Mayors will support DEOs and District Social Protection to mobilize school/community structures to sensitize and guide parents and the community. <u>Vice Mayors will also coordinate with DEOs/SEOs/district and sector social affairs to report on the number of assemblies or other meetings that occurred in the district to educate parents.</u>	Work with the district social protection officer to mobilize sector social affairs officers and with DEOs to mobilize SEOs on the sensitization and education of parents on supporting children's literacy. Secondary: information on L3 Initiative	Messaging system, writing to Mayor and copying the Vice Mayor L3 one-pager	December, January, February
Schools—HTs and/or PTCs	Schools/PTCs will call general assemblies to educate parents about supporting	Organize a general assembly at the school and encourage as many parents as possible to attend. At the meeting, share the information about	Messaging system through SEOs Materials delivered with SD	December, January, February

Goal: Parental and community involvement, specifically using the daily readers at home with children and visiting schools to follow up				
Audience	Desired action	Message	Medium	Timing
	children's literacy. PTCs, trained by Concern, will include education of parents in their action plans.	how parents can support children's reading. Display the itangazo to parents somewhere visible, and highly trafficked, in your community.	cards (one-pager, itangazo, and overview of support to parents)	
Mentors	Mentors will follow up and encourage head teachers to organize general assemblies and provide support as needed.	Support your schools' head teachers to organize a general assembly to educate parents about how to help with their children's reading.	MCOP/SMS	December, January, February
SEOs	SEOs will work with schools to sensitize/educate parents.	Request schools to hold general assemblies to educate parents on how they can support children's reading. Request them to use the materials distributed and to post the itangazo.	Messaging system through DEOs.	December, January, February
DEOs	DEOs will work with SEOs and schools to sensitize/educate parents.	Mobilize SEOs to request schools to hold general assemblies to educate parents on how they can support children's reading.	Messaging system through Vice Mayors.	December, January, February
MINALOC	MINALOC will request a national announcement on the umuganda of		REB/MINEDUC request	Umuganda of January 31 st

Goal: Parental and community involvement, specifically using the daily readers at home with children and visiting schools to follow up				
Audience	Desired action	Message	Medium	Timing
	January 31 st to announce the February campaign and educate parents.			



Annex 9: Parent and School Communications materials



Ababyeyi Bashobora Gufasha Abana Babo Mu Myigire



Barezi, Bayobozi, namwe mwese bafatanyabikorwa mu burezi:

Nk'uko mubizi, amashuri abanza yose agengwa na Leta, yagejejweho imfashanyigisho nshya z'Ikinyarwanda, Imibare n'Icyongereza, zigenewe umwaka wa mbere, urwa kabiri n'urwa gatatu. Izo mfashanyigisho zizagira uruhare runini mu guteza imbere imyigire y'abana nizikoreshe neza.

Ababyeyi bose, abagore n'abagabo, abarera abana, n'abandi bagize umuryango, bashobora gufasha abana babo mu myigire.

Ibigo by'amashuri na za komite z'ababyeyi bagomba gutegura inama z'ababyeyi bagasobanurirwa uburyo n'impamvu bagomba gufasha abana mu myigire. Abayobozi barasabwa n'abavugarikijyana ndetse n'amashyirahamwe ategamiye kuri Leta, bakazajya bahugura abaturage mu nama bakorana nabo ndetse no mu yandi materaniro. Mu kubasobanurira muzajya mwifashisha iyi nyandiko.

Kuki ababyeyi bose bagomba gufasha abana mu myigire:

- Abana bamenya gusoma neza: Abana basomera ku ishuri no mu rugo baba abasomyi beza kurusha abasomera ku ishuri honyine.
- Kumenya gusoma bifite akamaro mu buzima bwa buri muntu: Abana basoma kenshi bamenya neza andi masomo biga kandi bakaba abahanga mu ishuri. Umuntu uzi gusoma, ashobora kwisomera ibijyanye n'iyobokamana, cyangwa akamenya amakuru amufitiye akamaro mu bijyanye n'ubukungu, ubuzima, no mu kurinda no guteza imbere umuryango we. Kumenya gusoma no kwandika bifasha umuntu kugira uruhare rw'ingenzi mu bikorwa bifitiye akamaro igihugu n'aho atuye.
- Abana bakiri bato bashobora kwigishwa gusoma: Abana bagatangira umwaka wa mbere w'amashuri abanza, ndetse n'abatarawugeramo bagomba gufashwa guteza imbere ubumenyi mu gusoma no kwandika hadategerejwe ko bagera mu mwaka wa gatatu cyangwa urwa kane. Fasha abana bawe kumenya gusoma no kwandika bakiri bato!



Ni gute ababyeyi bese bafasha abana kumenya gusoma no kwandika:

- Shishikariza umwana wawe gutahana igitabo mu rugo buri muni: abanyeshuri bo mu mwaka wa mbere, uwa kabiri n' uwa gatanu bo mu mashuri yahawe izi mfashanyigisho, bagomba gutahana buri muni "Igitabo cyo gusomera mu ishuri no mu rugo buri muni" cy' Ikinyarwanda, "n'igitabo cy' icyongereza cyo gusoma." Abana bese kandi bashobora gutahana ibindi bitabo batiye ku ishuri cyangwa mu yandi masomero abegereye niba ahari. Niba umwana wawe nta gitabo atahana, gerageza kuvugana n' umwarimu umwigisha cyangwa umunyobozi w' ishuri umenye impanvu.
- Shakira umwana wawe agakapu ko gutwaramo amakaye n' ibitabo: Ushobora gukoresha ibintu biboneka ku buryo bworoshye nk' udukapu dukoze mu mifuka cyangwa mu mpapuro.
- Igisha umwana wawe uburyo akwiye gufata neza ibitabo: Fasha umwana wawe gufika igitabo kandi ujye umwibutsa ko agomba gusukura intoki ze mbere yo gufata igitabo. Igisha abana ko bagomba kwirinda kwandika mu gitabo. Ibitabo batiye ku ishuri cyangwa mu masomero biba bigenewe abantu bese, bityo bigomba gusubizwayo mu gije barangije kubisoma.
- Tega amatwi umwana wawe mu gihe ari gusoma: Icarana n' umwana wawe nibura iminota 15 ku muni maze wumve uko asoma. Baza umwana wawe ibibazo ku byo ari gusoma. Ushobora nko kumubaza igice yakunze mu nkuru ari gusoma n' impanvu yagikunze, hanyuma ukamubaza kwandika igisubizo cye. Saba abandi bana kimwe n' abandi bantu bo mu muryango gusomera hamwe.
- Jya uha umwana umwanya wo gusoma n' aho gusomera hari urumuri ruhagije: Genzura ko aho umwana wawe asomera hari urumuri ruhagije ku buryo abona neza mu gihe ari gusoma.
- Fasha umwana wawe kandi umushimire. Rimwe na rimwe umwana ashobora gukora amakosa mu gihe ari gusoma. icyo gihe aba atera intambwe mu gusoma. Mushimire ko afite umwete kandi umufashe aho ahuye n' ingorane.
- Jya usura ishuri umwana wawe yigaho: Shimira abarimu uburyo bafasha umwana wawe. Bwira abarimu ibyo umwana wawe akunda kurusha ibindi mu byo yiga ku ishuri.
- Shakira umwana wawe ubundi buryo bwo kumufasha gusoma n' ibindi bintu bitandukanye byo gusoma: Haba hari isomero rusange cyangwa amazu agurisha ibitabo hafi y' aho utuye? Mugira se amahuriro yo gusoma cyangwa ibigo byigisha gusoma no kwandika? Shaka aho biherereye umubisura. Niba nta bihari, saba abayobozi mufatanye kubishyiraho.
- Fasha umwana wawe kubona uburyo bwo gushyira mu bikorwa ibyo asoma mu buzima bwa buri muni: Ha abana bawe akanya bajye kugura ibintu ku isoko, baba abakobwa cyangwa abahungu. Andika urutonde rw' ibyo bagomba kugura hanyuma usabe abana bawe bagufashe kubara ibiciro by' ibintu bakurikije umubare w' ibikenewe kugurwa.

Ubundi bufasha ababyeyi bageza ku bana babo:

- Reba ko umwana wawe atera imbere mu gusoma: Ibitabo by' abanyeshuri byo mu mwaka wa mbere, uwa kabiri n' uwa gatanu y' amashuri abanza, birimo inkuru ziherekajwe buri gihe n' imyitoto ku mpera yazo. Fasha umwana gukora icyo myitoto kugira ngo urebe ko abyumva neza. Mu gihe muri gukoresha ibindi bitabo baza umwana ibibazo urebe niba yumva ibyo asoma. (Ni ba nde bavugwa mu mwandiko? Ni iki cyabaye? N' ibindi)
- Gerageza kubona umuntu usomera umwana wawe mu ijwi riranguruye kenshi: icyo umwana yumva umuntu asoma, bimufasha kongera ubumenyigiro mu gusoma.
- Ba intangarugero mu gusoma: Abana bagomba kukubona usoma no kubona abandi bantu bo mu muryango basoma. Uburyo usoma, buzatera umwete abana bishimire kubigana.

BABYEYI,

**mufashe abana banyu gusomera mu rugo.
Mushobora kubikora! Biroroshye!**



KUKI?

- ✓ Abana bamenya gusoma neza no kwiga neza.
- ✓ Kumenya gusoma bifite akamaro mu buzima.
- ✓ Abana bakiri bato bashobora kwigishwa gusoma.

GUTE?

- Shishikariza umwana wawe gutahana igitabo mu rugo buri muni.
- Shakira umwana wawe agakapu ko gutwaramo amakaye n'ibitabo.
- Igisha umwana wawe uburyo akwiye gufata neza ibitabo.
- Jya uha umwana umwanya wo gusoma n'aho gusomera hari urumuri ruhagije.
- Tega amatwi umwana wawe mu gihe ari gusoma.
- Fasha umwana wawe kandi umushimire.
- Jya usura ishuri umwana wawe yigaho.



USAID
FROM THE AMERICAN PEOPLE

REB
Rwanda Education Board

EDC Learning transforms lives.

Ku bindi bisobanuro wabaza umwarimu w'umwana wawe cyangwa abayobozi b'umurenge utuyemo.

Andi mabwiriza ajyanye n'isomo:

- ✓ Manika ibipapuro n'urubaho byanditseho ibijyanye n'isomo.
- ✓ Fata igitabo n'izindi mfashanyigisho mu buryo abanyeshuri bose bashobora kureba ibyo ubereka kandi bakitegereza neza.
- ✓ Genda ugera mu mpande zose z'ishuri kugira ngo urebe ko abanyeshuri bose bakurikira amabwiriza kandi ko bari gukora imyitozo neza.
- ✓ Koresha ibimenyetso n'udukino kugira ngo ufashe abanyeshuri gusobanukirwa kurushaho.
- ✓ Baza abakobwa kumwe n'abahungu, ari abazamuye intoki ndetse n'abatazizamuye.
- ✓ Tanga umukoro kuri buri somo kandi mu isomo rikurikiraho usuzume ko abanyeshuri bawukoze, unabakosore.
- ✓ Ha abanyeshuri umwanya wo gutanga ibitekerezo ku byo biga n'uburyo babihuza n'ubuzima bwabo busanzwe.

Isuzuma

Amasuzuma ateganyijwe mu gitabo cy'umwarimu ateganyiriza umwarimu umwanya n'uburyo bwo gusuzuma niba intego z'isomo zagezweho. Ayo masuzuma agaragaza ibitaragezweho n'abanyeshuri bakeneye gufashwa ku buryo bw'umwihariko.

- ✓ Nyuma ya buri byumweru bibiri, koresha isuzuma riri mu gitabo cy'umwarimu kugira ngo usuzume buri munyeshuri kandi urebe imitsindire yabo muri rusange.
- ✓ Shaka akanya ko gufasha abanyeshuri bakeneye ubufasha bwihariye.



Ni gute izi mfashanyigisho nshya zakoresheya neza kugira ngo zifashe mu gutanga umusaruro utubutse mu myigire n'inyigishirize?

Imfashanyigisho nshya ni izihe?

Mu mwaka wa 2014, hatangiye gukoreshwa mu mashuri abanza umwaka wa mbere n'uwa kabiri ibitabo n'ibikoreshe ndangururamajwi mu masomo y'ikinyarwanda, imibare n'icyongereza. Muri uyu mwaka 2015 amashuri aragezweho izindi mfashanyigisho zigenewe umwaka wa gatanu.

Izo mfashanyigisho zigamije guteza imbere ubushobozi bw'abanyeshuri mu gusoma no mu kubara, hakoreshejwe uburyo bwagaragajwe ko bushobora gutanga umusaruro mu myigishirize.

Imfashanyigisho zigenewe umwaka wa 3 ni izi zikurikira:

- **Mu kinyarwanda n'icyongereza hari:** igitabo cy'umwarimu, igitabo gikubiyemo inkuru, igitabo cy'umunyeshuri cyo gusoma buri muni n'amasomo anyuzwa mu ndangururamajwi.
- **Mu mibare hari:** igitabo cy'umwarimu n'amasomo anyuzwa mu ndangururamajwi.

Fata neza mfashanyigisho

Ibi bitabo n'ibyuma ndangururamajwi bizakoresheya no mu myaka iri imbere. Nimubirinde kwangirika.

Igitabo cy'umunyeshuri: Abanyeshuri bagomba gufata ibitabo bafite intoki zisukuye, kandi bakagenda bahindura impapuro bitonze. Abanyeshuri nibagomba kwandika mu gitabo cyangwa ku gifuniko cyacyo.

Igitabo cya umwarimu: Abarimu bagomba kwibutsa gufata neza igitabo cyabo kandi bakagifunika.

Ikoranabuhanga: Ibutsa abarimu gushyirize terefone n'indangururamajwi kugira ngo bashobore kubikoresha.

Kurikirana ko imfashanyigisho zageze neza ku bo zigenewe.

Ibitabo: Kurikirana ko abanyeshuri bahawe ibitabo mu ntangiriro ya buri gihembwe, unakurikirane ikusanywa ryabyo mu mpera y'igihembwe kugira ngo byongere kubikwa. Kora urutonde rw'ibitabo byose. Kurikirana niba abarimu bemerera abanyeshuri gutahana ibitabo mu rugo buri umunsi, kandi wigishe abanyeshuri uko bagomba kubwitaho. Abarimu na bo bagomba gusiga ku ishuri ibitabo by'umwarimu n'ibitabo bikubiyemo inkuru ku mpera y'igihembwe cyangwa igihe badahari.

Ibijyanye n'ikorabuhanga: Terefone n'indangururamajwi bigomba kwitabwaho n'ubuyobozi bw'ishuri. Kurikirana niba abarimu babona uko babisharira ku buryo bworoshye kandi ko bazi kubikoresha uko bikwiye. Ntibigomba kandi gukoreshwa ku nyungu zindi zitajyanye n'inyigishirize. Kurikiza amabwiriza atangwa na REB mu bijyanye no gukoresha ibyo bikoresheho.

Amabwiriza agenewe umwarimu:

Hamagara abarimu bo mu mwaka wa mbere, uwa kabiri n'uwa gatanu mu nama ubagezeho aya mabwiriza cyangwa se mubiganireho hamwe aho umuteranira n'abarimu bose.

Isomo rigenda neza bitewe n'uko ryateguwe! Saba abarimu ibi bikurikira:

- ✓ Gusoma igitabo cy'umwarimu mbere ya buri somo.
- ✓ Gutega amatwi isomo rinyuzwa mu ndangururamajwi mbere yo kuritanga.
- ✓ Gusharira terefone n'indangururamajwi uko bikwiye mbere yo gutangira isomo.
- ✓ Ririmba n'abanyeshuri indirimbo unabakinishe udukino duteganijwe.

Mu ishuri:

- ✓ Reba ko ufite igitabo cy'umwarimu n'izindi mfashanyigisho kandi unategure ikibaho.
- ✓ Reba ko abanyeshuri bose bafite ibikoresheho bikenewe mbere yo gutangira isomo.

Ni gute wakwigisha isomo rinyuzwa mu ndangururamajwi

- ✓ Shyira terefone n'indangururamajwi ahanu hafasha abanyeshuri bose kumva neza.
- ✓ Niba ufunguye isomo, rirake rikomeze kumvikana ku buryo abanyeshuri bumva.
- ✓ Tega amatwi kandi ukurikize amabwiriza y'umwarimu wo kuri terefone.
- ✓ Mbere yo gutangira gutanga ibisobanuro byimbitse, reka umwarimu wo kuri terefone abanze arangize gutanga amabwiriza.
- ✓ Saba abanyeshuri kujya imbere, kugira ngo batange ibisubizo cyangwa bakore imyitozo.
- ✓ Niba wumvise inzogera yo mu ndangururamajwi ivuze, gerageza kurangiza vuba igikorwa wari uriho, kugira ngo ushobore gukurikirana ibikurikiraho.
- ✓ Fatanya n'abanyeshuri kuriramba no gukina udukino twateganijwe kugira ngo ubatere umwete.

Ni gute wakoresha neza imirimo yo mu matsinda:

- ✓ Mbere yo gutangira imirimo yo mu matsinda reba ko abanyeshuri basobamukiye n'uburyo bagaye gukorera hamwe.
- ✓ Nko mu mubare, amatsinda agomba kuganira ku buryo bwo gukorera hamwe amahurizo.
- ✓ Mu gusoma, umunyeshuri umwe ashobora gusoma mugenzi we ateze amatwi cyangwa bamwe bagasoma abandi bateze amatwi, maze bakagenda basimburana.

Parents Can Support Children's Learning



Dear educator, community leader, and supporter of education:

As you may know, all public schools across the country have new teaching and learning materials for P1, P2, and P3 children in Kinyarwanda, mathematics, and English. The materials will have the biggest impact on children's learning if schools use them regularly and properly and if parents provide the needed support at home.

All parents, mothers and fathers, guardians, and family members—regardless of their education—can help their children learn.

Schools and PTCs—organize school general assemblies to educate parents about why and how they can support their children's learning. Community leaders—mobilize influential community members and organizations to educate parents at community meetings and in church. Use the information in this document to guide you.

Why all parents should help their children learn to read:

- **Children will read better.** Children who read at school and also at home are better readers than those who only read at school.
- **Literacy matters in daily life.** Better readers are able to learn all subjects better and excel in school. Readers can also read religious texts and important economic and health information to protect and develop their family. The ability to read can help in becoming an active community member.
- **Young children *can* learn to read.** Children in P1, and even younger, should be developing literacy skills. Reading does not begin in P3 or P4. Support your children's literacy early!

How all parents, regardless of their own education, can help:

- **Insist that your child brings a book home everyday.** Every day, P1, P2, and P3 children in public schools should bring home their "English Reader" and their "Ikinyarwanda Igitabo cyo gusomera mu ishuri no mu rugo buri muni." All children can bring home any other suitable book from school or from the library if your community has one. If your child is not bringing a book home, talk to your child's teacher and head teacher.
- **Provide your child with a simple bag to carry books.** You can use locally available materials such as sacs and paper bags.
- **Teach your child how to care for books.** Help your child cover the book with material, and remind your child to have clean hands before reading. Teach them not to write on or inside the book. Books from school or from the library are used by many people and must be returned in good condition.
- **Listen to your child read.** Sit together with your child for at least 15 minutes a day and listen to him/her read to you. Ask your child questions about what he/she is reading. For example, you can ask what your child's favorite part of the story was and why. Involve other family members, such as siblings. Ask your child to write a response.
- **Give your child time to read with good lighting.** Make sure there is good light for your child to see well while reading.
- **Support and praise your child.** Sometimes your child will make mistakes. This is part of the learning process. Praise your child for his/her efforts, and support him/her when he/she is having difficulties.
- **Visit your child's school.** Thank your child's teachers for supporting your child. Tell your child's teachers what he/she enjoys most at school, and where he/she needs more support.
- **Look for additional reading materials and opportunities.** Does your community have a library or book shop? Are there reading clubs or literacy centers? Find out and visit! If not, tell your leaders to organize them.
- **Find learning opportunities in daily life.** Give children (boys and girls) the opportunity to buy items at the market. Write a list of items to purchase, and ask your child to help determining the price of the items according to the amount you are buying.

Additional support that parents can provide:

- **Check on your child's progress.** The P1, P2, and P3 student books have activities at the end of each story. Do these with your child to check their understanding. When using other books, ask questions to check your child's comprehension. (Who is in the story? What happens? Etc)
- **Have someone read aloud to your child regularly.** When your child listens to someone reading, it helps him/her to develop language and reading skills.
- **Be a reading role model.** Children should see you and family members reading at home. They will be encouraged to copy their behavior

How to Use the New Materials for the Greatest Impact on Teaching and Learning

What are the new materials?

In 2014, schools began using new print and audio materials for Kinyarwanda, mathematics, and English for P1 and P2. In 2015, schools are receiving materials for P3.

The materials are designed to develop children's literacy and numeracy skills using proven teaching techniques.

The materials for P3 are:

- **Kinyarwanda and English:** Teachers guide; read aloud story collection; student daily readers; and audio lessons
- **Mathematics:** Teachers guide; audio lessons

Care for the materials

These books and technology will be used for years to come. Please prevent loss and damage. Please cover the books.

Student books: Children must have clean hands while using books, and turn pages carefully. Children must not write on or inside the book nor tear out the pages.

Teachers' books: Teachers should be reminded to keep their books clean and covered.

Technology: Remind teachers to charge phones and speakers so that they are ready for use.

Ensure proper access to the materials

Books: Oversee the distribution of books to students at the beginning of every term and the collection at the end of term. Keep an inventory. Ensure all teachers allow each student to take the daily reader home every day and teach children how to care for them. Teachers should return teacher guides and read aloud story collections after the term or during their absence.

Technology: Phones and speakers are the responsibility of the school. Ensure teachers have easy access to charging and accessing the technology and that it is used for school purposes only. Follow the technology guidelines from REB.

Tips for Teachers:

Share these tips of the successful use of materials with your P1, P2, and P3 teachers by calling a meeting or sharing this document in the staff room.

Success starts with preparation! Ask teachers to:

- ✓ Read the teachers guide before each lesson
- ✓ Listen to the audio lessons in advance
- ✓ Charge phones and speakers well before the audio lesson
- ✓ Practice songs, chants, and games

Inside the classroom:

- ✓ Ensure you have the teachers guide and all teaching materials ready and prepare the chalkboard
- ✓ Ensure all students have the materials they need before beginning the lesson

How to conduct an audio lesson:

- ✓ Place phones and speakers so that all learners can hear well
- ✓ Once you begin the audio, let it continue at an audible volume
- ✓ Listen and follow the instructions given by the audio teacher
- ✓ Allow the audio teacher to finish giving instructions before adding further explanation
- ✓ Encourage learners to come to the front, provide answers, and do activities quickly
- ✓ When you hear the bell, quickly finish the activity and get ready to listen for further instruction
- ✓ Participate in songs, chants, and games in order to motivate your learners

Other lesson tips:

- ✓ Pin up charts and posters related to the lesson content in your classroom
- ✓ Hold books and other materials up so that all children have a chance to look at and focus on them sufficiently
- ✓ Move around to all corners of the room to ensure all learners are following instructions and successfully doing the activity
- ✓ Use gestures, role play, and miming to help children understand
- ✓ Call evenly on boys and girls, those with hands raised and without hands raised
- ✓ Give homework with each lesson and check and review it in the next lesson
- ✓ Give learners a chance to talk about what they have learned and how it can apply to their lives

How to do pair/group activities effectively:

- ✓ Before starting the activity, ensure students understand how they will work together
- ✓ For example, in mathematics, pairs should discuss how to solve problems together
- ✓ In reading, students should alternate; the first should read while the other(s) listens; then the next reads while the others listen, and so on

Assessment

The diagnostic tool in the teachers guide provides teachers with timely information to know whether learning objectives have been achieved. It identifies learning gaps and students who may need extra help.

- ✓ After every two weeks, use the tool in the teachers guide to assess each student and record results
- ✓ Provide extra time for students who need extra help